

Name: _____

Chapter Sixteen Test Items

Date: _____

1. _____ is intended to bridge the gap between what a person can do and what he or she might need to do but cannot currently achieve.

- a. Educational technology
- b. Assistive technology
- c. Corrective technology
- d. Universal design for learning

2. _____ is intended to improve a student's knowledge or skills in many different curricular areas.

- a. Educational technology
- b. Assistive technology
- c. Corrective technology
- d. Universal design for learning

3. When used effectively, technology can help students in all of the following manners **EXCEPT**

- a. Be more engaged in participatory and authentic learning processes
- b. Think more critically
- c. Work more cooperatively with others
- d. Help students better participate in teacher directed learning

4. All of the following are ways educational technology support meaningful learning **EXCEPT**

- a. When they fulfill a learning need
- b. When interaction with technology is teacher initiated
- c. When interaction with technology is learner controlled
- d. When the interactions with technologies are conceptually and intellectually engaging

5. _____ provides learners with the opportunity to increase instructional time working on specific academic skills

- a. Drill and practice software
- b. Instructional games
- c. Integrated learning systems
- d. Assistive technology

6. _____ intended to incorporate instruction for an entire range of objectives tied to national, state, or district standards.

- a. Drill and practice software
- b. Instructional games
- c. Integrated learning systems
- d. Assistive technology

7. All of the following can be expected from many educational technology programs **EXCEPT**

- a. An initial and periodic assessment of key skills
- b. An opportunity to practice key skills
- c. An on-going record of how students are progressing on skills
- d. A standard-based lesson or unit plan based on targeted skills

8. All students eligible for special education have a legal right under _____ to

be considered for an AT device and related AT services if these will help meet IEP goals.

- a. NCLB
- b. Section 504 of the Rehabilitation Act
- c. ADA
- d. IDEA 2004

9. _____ is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

- a. Educational technology
- b. Assistive technology device
- c. Medical device that is surgically implanted
- d. Assistive technology services

10. _____ is any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

- a. Special education and related support
- b. Assistive technology services
- c. Educational programming services
- d. Assistive technology device

11. Assistive technology devices to support reading may help students in all of the following ways **EXCEPT**

- a. Highlight words to improve visual discrimination
- b. Provide picture cues
- c. Provide spell checking capability
- d. Modify the speed of the reading

12. _____ helps compensate for the lack of verbal communication abilities.

- a. Text –to-Speech software
- b. Augmentative and alternative communication devices
- c. E-books
- d. Word prediction software

13. Communication boards, eye-gaze boards, speech synthesizers, simple voice-output devices are examples of _____ >

- a. AT devices to support reading
- b. Augmentative and alternative communication devices
- c. AT devices to support writing
- d. AT devices to support spelling

14. _____ is a curriculum design process called for in IDEA 2004 that provides guidelines for designing curriculum in a way that will make it more accessible to more learners with various ability levels.

- a. Educational technology
- b. Assistive technology
- c. Augmentative and alternative communication devices
- d. Universal design for learning